



APPLICATION for
**Classroom Management: Conflict Resolution, Emotional
Intelligence and Compassionate Communication for
Educators.**
*at TEACHER TRAINING COSTA RICA and
Centro Espiral Mana*
(www.espiralmana.org)

The objective of our trainings is to increase
the capacity of qualified English teachers and trainers-of-
trainers in Latin America.

Teacher Training Costa Rica (TTCR), a licensed provider of courses from The SIT Graduate Institute (www.sit.edu) and housed in Centro Espiral Mana (www.espiralmana.org) in rural Costa Rica. The center was started in 2003 and is home to a teacher-training programs, a community English program and other training projects with a local university and high school teachers. There have been over 500 course graduates from 15 countries in the past 8 years. The volunteer-run community English program has had over 20 volunteers provide language instruction to over 400 students in the surrounding area.

Classroom Management: Conflict Resolution, Emotional Intelligence and Compassionate Communication for Educators. We offer short workshops on these topics in all of the courses we offer at Teacher Training Costa Rica. Over the past three years teachers have consistently asked for more training in these skills and knowledge. Teachers chosen for this program will study emotional intelligence, conflict resolution and compassionate communication. They will develop their own abilities to analyze and use these in their classrooms as

well as teach their learners and peers about them in order to develop learn to effectively implement a process of conflict resolution in their classrooms. Their training will begin with an introduction to concepts and principles that can be put into practice in their own contexts.

By the end of the ten-day program, trainees will be able to...

- Describe and analyze key theory in conflict resolution, emotional intelligence and compassionate communication.
- Self-assess own ability to put these theories into practice.
- Practice and receive feedback on their own abilities to make observations with out judgment, identify feelings and universal human needs and strategize ways to get those needs met.
- Practice and receive feedback on their abilities to perceive emotion, use emotion to facilitate thinking, understand emotion and manage emotions.
- Practice and receive feedback on their knowledge and abilities to mediate conflicts that arise in their educational contexts.
- Develop action plans for teaching and using these theories in the classrooms and educational contexts
- Develop action plans for implementing teacher training workshop sessions that highlight the aspects of these theories that are applicable in their contexts.

APPLICATION FORM
**Classroom Management: Conflict Resolution, Emotional
Intelligence and Compassionate Communication for
Educators.**

Please email this to (your U.S. Embassy contact) AND
teachertrainingcostarica@hotmail and
admin@espiralmana.org)

<p>NAME: _____</p> <p>Country: _____</p> <p>email: _____</p> <p>Telephone numbers I can be reached at: _____</p> <p>_____</p> <p>Dates of course I am applying for: _____</p> <p>Name of Contact in the US Embassy in my own country who approved this application: _____</p>

**PLEASE READ THE FOLLOWING INFORMATION BEFORE
FILLING OUT THE APPLICATION FORM:**

Entry Requirements

**In order to be accepted into the Certificate course,
applicants must:**

- 1) Demonstrate a clear interest in teaching ESOL and have taught for at least five years.
- 2) Demonstrate a clear interest in training teachers and be willing to give workshops on assessment upon returning to home country.

- 3) Have an ability to focus on student/teacher learning and reflect upon the impact of one's own teaching and training.
- 4) Have a positive attitude regarding experiential activities and working in groups. This means that you are not only willing to fully participate in such activities, but also recognize the value in doing so.
- 5) Demonstrate English language proficiency (CI level on the CEF or TOEFL 550 non-native speakers)
- 6) Complete the application form and a short essay.
- 7) Complete an informal phone interview will be conducted by and SIT Trainer.

Key factors for interview:

- Educational background, dedication to teaching English and teaching teachers
- Appropriateness of the course for the applicant's needs/goals
- Attitude regarding reflection, experiential and collaborative learning, and group work
- Language proficiency

Attendance Policy

- Participants are expected to attend all course sessions. Those who know in advance that they are unable to attend the whole course cannot be accepted. Participants should understand that the course is a full time endeavor. In order to complete the demands of the course successfully, participants should not expect to be able to work or attend to other commitments during the course.
- In the event of a serious illness or emergency, participants should notify a trainer as soon as possible.

The participant must make up all missed work and practice teaching.

- The first full two days of the course cannot be missed. If this should occur, the participant must withdraw.
- If the participant must take a prolonged absence (more than two days) s/he must withdraw from the course.
- Attendance only is not a guarantee that the certificate will be issued. Participants must fulfill the requirements of the course in order to receive the certificate.

Personal Data

Name (as you wish it to appear on your certificate) _____

Current mailing address/phone number (**make sure to include zip codes and country names, and country codes for phone numbers**) _____

Permanent address/ phone number _____

Cell Phone:

Best time to reach me by phone _____

E-mail: _____ Fax: _____

Occupation _____ Citizenship _____

Gender **M/F**

Native language _____ Date of Birth _____

Educational Background (Feel free to submit your resume instead of filling out this section.)

Schools Attended

Dates

Degree/Diploma

Language Learning Experience

Do you have experience learning other languages? Yes ____ No

If yes, which languages and for how long?

Work Experience (non teaching)

Feel free to submit your resume instead of filling out this section.

Position/place

Dates

Teaching Experience

Describe your teaching experience. Where have you taught? What levels, texts, contexts? (Make sure to include the name of the institution as well as your position(s) there.) Feel free to submit your resume instead of filling out this section.

Teacher Training Experience

Describe your teacher training experience. Where have you worked with developing teachers? What workshops, course and contexts? (Make sure to include the name of the institution where you gave the training) Feel free to submit your resume instead of filling out this section.

Self introduction: Please write a brief paragraph (between 3 and 8 sentences) about yourself to be included in the program binder.
(Everyone will receive this self-introduction)

Please answer the following questions:

1. Why do you want to take **Classroom Management: Conflict Resolution, Emotional Intelligence and Compassionate Communication for Educators**?
2. What for you is challenging about classroom management?
3. What are your thoughts right now about emotional intelligence and compassionate communication?
4. Why do you want to take the course in Costa Rica?
5. What are your biggest strengths and challenges as a teacher of ESOL?
6. What do you plan to do with your new learnings when you go back to your home country and school?
7. The course is offered in a small town in rural Costa Rica. We are far from cities and many activities. Are you ready and willing to commit to two weeks of intensively thinking about and working on teaching teachers who teach English in this rural setting?

Written Statement:

Along with the application, all prospective participants are required to submit a 400-500 word statement:

Choose two of the following quotes and discuss how they reflect something that you think is important about assessment and the role of assessment in learning.

1. Creative class management is the art, or craft, of creating the conditions that provide students with enough security and structure for them to take the learning risks to required to develop personalized learning. Too much chaos leads to disorder - too much structure reduces the learners' ability to make decisions and choices. Most current classroom management procedures are determined by unquestioned routines and habits that reflect a past age. B Morris
 2. Learning is too precious to be motivated by coercive tactics. Marshall Rosenburg
 3. "I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized." Haim Ginott
 4. Violence is a tragic expression of unmet needs Marshall Rosenburg.
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Please sign _____

Date_____